



# Evaluation

pg. 24 & 25

## ▶ Evaluation

- ▶ Summative
- ▶ Formative
- ▶ Fidelity



# Summative- Measuring Success

- ▶ Measures overall **Success** of the effort
- ▶ Done at the **End** of the Goal Timeline
- ▶ Instrument and target- implied or stated in the Goal (File review, survey, etc.)
- ▶ Samples- % of IEPs with Self-Reg. Goals & % of Files with FBAs

# Formative- PROGRESS

- ❖ Checking on Progress at Intervals within the Timeline of the Goal
- ❖ Frequent Enough to Allow Adjustment or Change in Strategies or Activities to Have an Effect and Reach your Goal

# Formative- Progress Checks

- ▶ Frequency
  - ▶ If ... Timeline of Goal is **2 or 3 Years**
    - ▶ Then ... **Annual** Formative Evaluation may be Enough (Sample Goals)
  - ▶ If ... Timeline is **1 Year**
    - ▶ Then ... **Quarterly** or **Semi-Annually** may be Enough

# Formative- Progress Checks

- ▶ Still Measuring What People “**DO**”
  - ▶ If Observational (File Review)- Use Same Measure as Summative Evaluation
  - ▶ If Perceptual (Survey)- Change up the Survey to ask for specific information about number of EBPPs or which proved effective, which didn't

# Formative- Progress Checks

## Questions to Ask at Each Checkpoint

- ▶ What's our progress?
- ▶ Are we closing the "Gap"?
- ▶ Is it enough to get to the target within the timeline?
  - ▶ If Yes- Continue with what you're doing
  - ▶ If No- Do we Tweak, Change or Add To? Is it due to Fidelity?
- ▶ **Report Out & Celebrate!!!!**

# Implementation Fidelity

- ▶ **Strategy** and **Activity Type**

- ▶ Sample- **Strategy**- “Zones of Regulation”

- ▶ **Activity Type**- Professional Development

- ▶ **Fidelity**-



- ▶ Implemented as **Intended/Described?**



# Strategy Fidelity

- ▶ **Length of Time, Who is Involved, When it should be done, How Often, Essential Elements**, etc. should be part of the purchased materials (Handbk., Guide), or a part of the “Training”.
- ▶ **Specific to ND Implementation**- Found in the Research that you did (Population used in the research study, and adjustments made by districts/units that have implemented with **Success**)

# Activity Type Fidelity

## ► Professional Development

### ❖ Before its Delivered-

#### ✓ Is it aligned to your **Purpose**?-

- **Knowledge, Skills, Attitudes**

#### ✓ Does it provide something for the attendees to do when they return to their work?

### ❖ After its Delivered-

#### ✓ Have we Planned for Follow-up and Support?

\*Technical Assistance



# Reporting Out- pg. 25

## ► When?

- ✓ Beginning of Effort- Target- known & understood by Leadership team, Board, Staff, Schools, Community, etc.
- ✓ Checkpoints- Progress- report results of formative evaluation
  - Leadership Team, Staff, Schools- Enter in Plan **(Celebrate!)**
- ✓ End of Goal Timeline- Report results of summative evaluation
  - Leadership team, Board, Staff, Schools- Enter in Plan, Community, etc. **(Celebrate!)**

# DPI TA- Fidelity

## ► Evaluation

- Summative- Is the Measure Appropriate?
- Formative- Frequency- Does it provide enough time for adjustments, change or additional implementation to have an effect?
- Fidelity- Are the Strategy & Activity Type being implemented as intended?

## ► Reporting

- Three times
  - Beginning
  - Checkpoints
  - End